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ABSTRACT

A personal interview was held with 12 instructors in a vocational program at Golden West College (Huntington Beach, California) to determine the problems and possible increases in cost that would result from changing the school calendar. Four calendar proposals were considered: (1) The Early Semester Plan--two 18-week instructional time periods, late August until before Christmas vacation and mid-January to late May; (2) The Quarter Plan--three equal 12-week sessions, with an equal summer session possible for year-round operation; (3) The Trimester Plan--three equal 16-week sessions for year-round operation with two-week vacation breaks between semesters; and (4) The Four-One-Four Plan--two equal sessions of about 16 weeks each, with a four-week inter-term between them. The results of the interviews are summarized in tables and are presented in Program Impact Assessment Worksheets for each of the seven vocational programs--Architectural Technology, Automative Technology, Auto Body and Fender, Drafting Technology, Engineering Technology, Graphics Technology, and Manufacturing Technology. These results show that among the various calendar proposals, the most popular one, which provides the lowest impact assessment, was the Early Semester Plan, followed by the Quarter Plan, with the Trimester Plan being the third most popular, with the least popular being the Four-One-Four Plan. (DB)

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CHANGING THE SCHOOL CALENDAR: IMPACT ON VOCATIONAL EDUCATION IN THE TECHNOLOGY DIVISION.

THE EDUCATION POLICY SYSTEMS MODULE

and

THE COLLEGE GOVERNANCE MODULE

by

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INTRODUCTION

The traditional nine month, two semester, higher education school calendar, as a modified version of the European model, was adopted in America during the eighteenth century; largely to meet the needs of a rural agrarian society. The curriculum patterns, instructional methods, and educational goals of higher education during that period were both limited in structure and homogeneous in scope.[1]

Recently, many critics have taken the position that this traditional calendar does not meet the needs of our modern, urban, and highly industrial society. In addition, they charge that its continued use forces our schools to operate in an inefficient and uneconomical manner.[2] Apparently many educators have seen merit in these criticisms, since all segments of education; elementary, secondary, college, and university, are experimenting with different calendars.

The District Board of Trustees must adopt a school calendar within the framework of a policy-making process, largely upon the recommendation of the district school administration. In making this recommendation the administration must consider the legal requirements of the State Education Code as well as the needs of all the various special interest groups that comprise the educational institution and the community that it serves.

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[1] Charles Arrowood and Fredrick Eby, The History and Philosophy of Education (New Jersey: Prentice-Hall. 1958) pp. 51-58.

[2] Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools (Ohio: Merrill Books Inc. 1965) pp. 341-375.

Severe internal conflicts among these various special interest groups, as well as antagonism between college and community will often develop if the administrative recommendations on a school calendar is not a comprimise solution in meeting the diverse, and often contradictory, needs of all segments of the institution. The burden of responsibility lies with the Board of Trustees to convince these various groups as well as the community at large that all viable alternatives were given careful consideration before the final decision was made on adoption of a proposed school calendar. Any decision to change the calendar to better meet identified needs in the community, or improve the efficiency of campus operations, or benefit the instruction in some areas of the college may pose some specific problems that are unique to the area of vocational education in the college.

The Technology Division at Golden West College is orgainized into seven separate, highly specialized, vocational education programs. Each of which is designed to meet the primary objective of preparing students for entry level employment in some specialized field. The educational facilities and classroom equipment required to offer these programs is both highly specialized and generally very expensive to construct and operate. In addition, one will find large variations among the programs with respect to course requirements for graduation certificates, instructional time allocations, methods of instruction, educational skills required for success, and academic abilities of the students enrolled. This heterogeneous grouping of students places a difficult burden on the program instructor which requires additional experimentation in the use of a variety of instructional methods in order to find the best way to meet the needs of each within the structure of school policy and the framework of school calendar instructional time allocations.

Among the various characteristics which contrast the vocational-terminal student from the transfer student which have been identified through extensive research; the most important from an instructional point of view include, a wider range and lower mean scores on academic aptitude tests, and a lower retention rate through four consecutive semesters of instruction.[3]

This report will attempt to determine, from the instructor's point of view, the possible impact on each of the seven vocational programs in the Technology Division with respect to financial costs to expand facilities, equipment inventories, required modifications for instructional time allocations, and instructional methods for various proposals to change the school calendar.

BACKGROUND AND SIGNIFICANCE

Serious consideration to change the school calendar in the Coast Community College District (Which includes both Golden West College and Orange Coast College as members) dates back at least to the 1971-72 school year when a number of faculty members expressed a desire to have a one week break between the fall and spring semesters. A committee from the College Teacher's Guild (an AFT affiliate) approached the District administration in the spring of that year with a request to change the 1972-73 school calendar. The administration denied the request on the basis of a previous Board of Trustee action in adopting a school calendar for that year. The administration further justified their action on the

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[3]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960) pp. 29-50.

grounds that serious problems would develop if any reconsideration was given to that decision by the Board of Trustees. In a final action to prevent the matter from being dropped entirely, the committee kept the proposal active by approaching the College Administrative Council on Curriculum and Instruction (Dean of Academic Affairs, Chairman) asking that this issue be given further study during the 1973-74 school year. The request further ask that these four calendar proposals be given active consideration in the study:

1. The Early Semester Plan- this plan is similar to the traditional semester plan in that it divides the school year into two equal eighteen week instructional time periods. The first semester starts in late August rather than early September and ends before the Christmas vacation rather than in late January. The second semester starts in mid January and runs to late May rather than early February to early June as in the traditional semester plan. An added advantage to this plan will be to eliminate the so-called "lame-duck" session that occurs after the Chritmas Holiday. The Semester Hour is retained as the unit of credit.

2. The Quarter Plan-This plan involves using Christmas and Easter vacations as natural breaks between three equal twelve week sessions with an equal summer session for possible year around operation. The unit of credit is the quarter hour. (Three quarter hours equal two semester hours.)

3. The Trimester Plan- This plan divides the college year into three equal sixteen week sessions for year around operation which includes two week vacation breaks between sessions. The unit of credit is the semester hour.

4. The Four-One-Four Plan- In this plan the college year is divided into two equal sessions of about sixteen weeks each with a four week interterm between them. The title can mean either four months, one month, four months or four courses, one course, four courses. The four week interterm then permits students to concentrate in one course of work or may be used to take mini-courses of special interest. The semester hour is the unit of credit.

The Council granted this request for additional study of these calendar proposals and placed the item on the 1973-74 agenda as a study item.

The matter came up for discussion in November of 1973 on the Council agenda. The Chairman of the Council directed the eight instructional division Chairpersons, who are also members of the Council, within the administrative structure of the College to prepare a comprehensive report on the probable impact of each of these four calendar plans on their separate Divisional operations, and present this report to the entire Council in the Spring of 1974 as an informational item. In addition to the Divisional reports the Council directed other College groups to provide informational reports.

The first of these reports is a review of nationwide trends and resposes from other California Community Colleges using other than the traditional semester calendar conducted by the College Academic Senate. The nationwide trends in the report was a summary of the survey conducted by The American Association of College Registrars and Admissions Officers, titled "A Report on Academic Calendars." The population surveyed by this Association consisted of more than 2,600 institutions, two-year and four-year, accredited and nonaccredited, listed in the 1969-70 Higher Education Directory, U.S. Department of Health, Education, and Welfare, the results of the survey were published in the spring 1973 edition of the Association Jounal. The Association received 2,475 responses to their survey. Of those replying, the present type of calendar used indicated was as follows: The Traditional Semester- 637 (25.7%), The early Semester- 860 (34.7%), The Quarter System- 542 (21.9%), The Trimester- 77 (3.1%), The Four-One-Four Plan- 236 (9.5%), and Other- 123 (5.0%). To the question," If your school has changed its calendar, what type was selected?" In the survey 1,659 indicated they had changed their calendars to the following types: The Traditional Semester- 179 (10.8%), The Early Semester- 822 (49.5%), The

Quarter System- 250 (15.1%), The Trimester- 58 (3.5%), The Four-One-Four Plan- 241 (14.5%), and Other- 109 (6.6%). The report concludes that not only is the early semester plan the most popular, it also is the trend. The Association then surveyed a cross section of institutions on the early semester calendar and "concluded that the institutions with the early semester academic calendar are practically unanimous in its praise...." In a survey summary it was shown that only California and Rhode Island are the last states with a majority of their colleges still on the traditional two-semester school calendar. A major problem in California has been that the State Education Code requires Community Colleges to maintain a 175-day school calendar similar to the K-12 systems. While state four-year colleges and universities have been given a choice of calendar selection which averages about 140 days in length. At the present time there are a number of bills under active consideration in the state legislature to change the statutory requirements of the 175-day instruction time as outlined in Section 17551 of the Education Code. At the present time the State Legislative Sub-committee on Education has given it favorable recommendation to two of these Bills which permit the calendar to be reduced to 160-days at the discretion of the local boards. Also some flexibility has been gained in accounting procedures for Saturday classes, and Title V, of the Administrative Code has been amended to provide up to three days each semester to count towards the present 175-day minimum requirement.

Responses from a survey conducted by the Academic Senate among California Community Colleges using the Quarter system shows that about

one-half favor this plan because it provides more time for their students to concentrate on fewer classes each term, and it provides a wider variety of course offerings with more starting and ending dates so that less time is lost if a student drops out of class. In addition, they feel it is more flexible in course planning and more economical in year around campus operation. The other half of schools on this plan who oppose it felt the twelve week terms were too short for their students to absorb the course material, and additional time was lost in the grading, counseling, and registration activities necessary for the extra term per school year. In addition, many stated they adopted this plan in the belief that the state four-year schools would be converted entirely to this calendar and they would be providing additional benefits to transfer students with this calendar. Since the four-year schools were not required to convert, many felt they would prefer to return to the semester plan that they previously had been using.

The second study requested by the Council was a Classified Staff Report, based upon a questionnaire circulated to the various department heads of campus operations by the Classified Council. This report indicated that the early semester plan was most favored by its members. They further found that this plan would either improve or not cause significant problems in their campus operations. On the other hand, the Quarter and Four-One-Four plans would create serious problems since a massive effort would be required to rework and revise schedules and instructional materials to fit the new instructional time periods required in these calendar proposals with a very

low moral work incentive since many would view this as a mere bookkeeping operation. Some department heads felt they may gain additional efficiency in the early semester plan through choice of vacation time with their staff members.

Very little information was obtained in the third study requested by the Council which consisted of a community survey activity conducted by the Campus Special Services Office through a write in campaign outlined in local newpaper articles. Although a major concern was often expressed by local community leaders about elementary, secondary, and colleges that were experimenting with different calendars causing families with members involved with different segments of education to face a bewildering array of schedules to coordinate such things as work, baby sitters, and other family activities such as meals and vacations. In summarizing this report it was felt that this concern would apply equally to college staff members with a similar situation in their home as well.

The fourth and last study report requested by the Council was a Student's Opinion and Preference survey conducted by the College Affairs Council (Dean of Student Affairs, Chairman) through tabulation of 993 ballots collected from large forum classes and in boxes located at stratigic points around the campus from ballots published in the school newspaper. The results of this survey showed that most (49%) favored the early semester plan, while minorities favored the Quarter plan (23%), the Trimester plan (19%), or the Four-One-Four plan (9%). In order to place these results in the proper perspective, and attempt to assess their implications, a profile of the District Student-Body characteristics must

be considered and evaluated as a reference for comparison.

The spring semester 1974 enrollment figures for the Coast Community College District were given as follows:[4] OCC-day 9,145, OCC-evening 14,032, GWC-day 5,674, GWC-evening 10,224, District Television Classes, KOCE-Ch. 50 (For both OCC and GWC campuses) 2,757, for a total of 41,832 for the entire District. Additional student profile characteristics must be considered to assess the possible implications of transfer and vocational-terminal student preference for one particular calendar plan over any of the other plans. This becomes necessary since the student ballots were collected in large part from the large forum classes which are mostly transfer type courses.

Extensive District Institutional Research Studies[5] have shown that more than two-thirds (67.9%) of the student body on both campuses is over 21 years of age, and slightly more than half (52.2%) say they are seeking a B.A. Degree as their primary objective (transfer), while slightly less than half (47.1%) say they have other goals (vocational-terminal) with a small number (0.7%) who are listed as undecided. Further District Research Follow-up Studies[5] indicate that only 8.9% of the 52.2% who indicated the transfer objective actually show up at some 37 different four-year schools during the next school term. The vast majority of those students who do transfer attend three local four-year schools of which one uses the early early semester, one uses the quarter, and one uses the four-one four plan.

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[4]Coast Community College District, Board of Trustee Minutes, Vol XXVLL, Admissions Office Enrollment Report for OCC and GWC, February 20, 1974.

[5]Coast Community College District, Office of Institutional Research, Enrollment Statistics and Student Characteristics, Fall 1972-73; see also Enrollments, Completion Rates, and Grade Distributions, spring 1973, Follow-up Interviews with Former Students, Fall 1972 to spring 1973, and Transfer Student Survey, 1972-73.

Therefore, it is obvious that no significant advantages could be gained in terms of transfer coordination with these schools,since they are on different calendars,with any single calendar selection. On the other hand quite a large number (31.8%) of the vocational-terminal students reported they were employed in a field closely related to their college work after leaving school. Comparison of the number of students involved in these two areas points up the much greater importance of selecting a school calendar which will not adversely affect these students in such a way as to reduce their instruction time in class to a point where they no longer gain sufficient skills to obtain entry level employment in their chosen field.

The nature of some of the calendar proposals indicate a high risk in the form of requirements that may produce longer school days, Saturday classes might be necessary to meet course requirements, larger classroom populations, and multiple laboratory or shop activitiy sections as well as redundant lecture periods for the instructor and students. Any of these conditions will tend to reduce the individual instruction time available to each student in the class and may cause severe learning handicaps for those students with limited academic abilities. To overcome these unacceptable conditions certain vocational programs would have to expand their facilities at an average construction cost of $50.00 per square foot and/or expand their equipment inventories which now range from $40,000 to over $200,000 proportionately. This study will consider each of the calendar proposals in light of the optimum flexibility required to meet the educational needs of both the instructor and the students as a function of these cost factors.

PROCEDURES

The principle activity to obtain the necessary information for this study was a personal interview held with each faculty member in the Technology Division. The personal interview method to obtain data was selected for this study because it was considered to be the most accurate and reliable way to identify and evaluate the nature, scope, and severity of problems that were both common to all programs in the Division and those problems that were unique to one or more programs. In designing some of the procedures for this study, it was assumed that the first consideration would be to clarify the problems that were associated with each of the four calendar proposals under active consideration and explore their relationship to each of the programs. Both the questionnaire and statistical analysis of specific types of parametric data methods of getting information of the type required to meet the diversified objectives of this study were rejected because of their limited response capabilities.

The Program Impact Assessment Worksheets (See items A through G in the Appendix section of this report.) were designed and structured with each of the special subsection catagories to provide a flexible discussion format for these personal interview sessions. The Remarks column of the worksheet was used to make specific note of special answers received for the various questions asked as explained in the RESULTS section of this report. Each column value was marked in the interview period so that they could latter be completed in order to tabulate, expand, and clarify the opinions and responses of the

individual faculty members. In those programs where more than one Instructor is involved with both lecture and laboratory or shop type activities each was interviewed and the tabulated responses on the interviews represent a composite average of their answers. The General Comment section of the interview worksheets was reserved for making special notes of critical problems, concerns, and other possible sources of severe conflicts unique to that program, or for certain opinions that were strongly expressed by the Instructor(s).

RESULTS

The following questions were used to obtain the general background information as outlined in the Introductory Section of the Program Impact Assessment Worksheets (See items A through G in the Appendix section of the report.) This information was then used as a reference in the assessment of problems related to each of the other subsection catagories of the worksheets so that a quantitative value could be entered in the proposed calendar column spaces.

1. How many total students do you have enrolled in all courses required for completion of this program?

2. How many different courses are required to complete a major in this program?

3. From the student's point of view, what are the average number of hours they will spend per week in lecture or demonstration activities, shop or laboratory activities, and other outside activities (e.g., homework, reading, work on the job as a course requirement, etc..)?

4. What is the estimated cost of the facilities required to run this program based upon the current average of $50.00 per square foot of building space plus any other special features unique to this program (e.g., hoists, paint booths, darkrooms, and reproduction booths.)?

5. What is your estimate of a budget necessary to purchase all the special tools and equipment required to run this program if you were to purchase them at today's prices?

6. What do you estimate to be the out-of-pocket expenses for a student to complete all courses for a major in your program (e.g., books, tools, supplies, special clothing, etc.)?

TABLE I

SUMMARY OF GENERAL BACKGROUND INFORMATION OF THE PROGRAMS

Name of Program	Program Numbers for Instr.	Stud.	Instruction time lect. demo.	lab. shop	or other	Financial Investment in program Buildings	Equipment	Student out of pocket Expenses
Architectural Technology	2	75	11	20	4	$200,000	$60,000	$500
Automotive Technology	3	90	6	9	5	$190,000	$200,000	$400
Auto Body and Fender	1	45	4	12	0	$175,000	$40,000	$300
Drafting Technology	2	35	4	6	3	$225,000	$100,000	$100
Engineering Technology	1	30	4	6	9	$200,000	$125,000	$250
Graphics Technology	2	60	4	8	2	$300,000	$150,000	$100
Manufacturing Technology	1	20	5	8	1	$150,000	$185,000	$300

The following questions were asked under the first subsection catagory of the worksheet titled Curriculum, Instruction, Scheduling to identify and evaluate problems related to a possible increase or decrease in the amount of instructional time allocation during the school day or to any possibility of changes in the length of a school term required by some of the calendar change proposals.

1. To determine the type of model that best describes your program structure, when can a student enter this program? Only at the begining of the school year where he will take courses in some

definate sequence or order (Linear) or anytime in the school year where he is able to take any of the classes in the program in any sequence or order (Circular)?

2. Do you require a definate schedule for the lecture and/or laboratory and shop activities, or do you use a block of time for the program courses and cover the material on a student need time allocation basis?

3. Do you have any student projects or activities that require a long time interval to complete? If so, what are they and how long do you expect a student to spend on this activity as an average number of weeks?

4. Can you project any special problems that might develop in the coordination of your program courses or objectives if additional Instructors had to added to our staff in order to meet any increase in instructional time allocations or number of classes or sections or classes required by any of the calendar proposals?

5. Do you grade and evaluate your student assignments on a time variant or invariant basis? For example, if a student completes the work in a certain period of time do you consider the time he took or simply the performance level he has demonstrated regardless of the time?

6. Can you see any special problems in the minimum lead-time required to schedule field trips, guest speakers, or other outside activities in any of these calendar proposals?

TABLE II

SUMMARY OF CURRICULUM, INSTRUCTION, SCHEDULING CONSIDERATIONS

Name of Program	Program Structure	Scheduled Time periods are Required	Maximum Time Required for Student Work	Special Coordination Problems	Grading by Time	Required Lead-Time for Activi
Architectural Technology	Linear	Yes	Model-14 wks	No	Yes	2 Weeks
Automotive Technology	Linear	No	Engine-18 wks	Yes	Yes	None Used
Auto Body and Fender	Linear	No	Yes, Variable up to 18 wks	No	Yes	None Used
Drafting Technology	Linear(1st Yr) Circular(2nd Yr)	Yes	Average-2 wks	No	No (open Lab)	None Used
Engineering Technology	Linear	Yes	Project-8 wks	No	No (open Lab)	2 weeks
Graphics Technology	Circular	Yes	Average 2-3 wks	No	No	None Used
Manufacturing Technology	Circular	No	Project-10 wks	Yes	No	None Used

The following questions were asked under the second subsection catagory of the worksheet titled Facilities and Equipment to identify and evaluate problems related to any problems in increasing class enrollments or facility student populations required by any of the calendar change proposals.

1. What is the maximum seating capacity of your present lecture area or classroom facility? What would be the maximum number of students you could lecture to effectively without increasing this facility?

2. In the present facility, what is the maximum number of students you could safely and effectively supervise in the program shop or laboratory activities?

3. Can you project a need to significantly expand your present program facilities, either classrooms, shop or laboratory space, or storage space, or present equipment and tool inventory, to meet the requirements of program courses if any of these calendar proposals were adopted?

4. With respect to the nature of your program student activities, can you project any minimum or optimum time period allocations required in the lecture, and shop or laboratory activites, for effective instruction and efficiency of shop operation?

TABLE III

SUMMARY OF FACILITIES AND EQUIPMENT CONSIDERATIONS

Name of Program	Maximum Class Size		Expected Increase in Facilities		Minimum or Optimum Instructio Time Allocations for Program	
	Lecture	Shop	Buildings	Equipment	Lecture	Shop or Laborator
Architectural Technology	50	24	No	No	2 hrs	Open Time Schedu
Automotive Technology	40	24	Yes	Yes	1 hr	3 hrs optimum
Auto Body and Fender	25	25	Yes	Yes	1 hr	3-4 hrs optimum
Drafting Technology	50	30	No	No	2 hr	Open time Schedul
Engineering Technology	40	40	No	Yes	1-2 hrs	Open time Schedul
Graphics Technology	25	30	No	Yes	1 hr	2 hrs optimum
Manufacturing Technology	30	30	Yes	Yes	1 hr	3 hrs optimum

The following questions were asked under the third and fourth subsection catagories titled Cost of Operation and Personnel respectively, to identify and evaluate problems related to conditions that might require any increase or possible decrease in expenditures or personnel required to operate the program as an outcome of any of the calendar change proposals.

1. Would you project a need to increase the number purchase orders or the quantity of expendible supplies required per school term?

2. Are any of the supplies you order subject to deteriation from time or do they have a shelf-life shot enough to be lost if they must be stored over longer periods of time?

3. If a major piece of equipment were to break down during a school term of instruction, what is the average period of time required to return it to operation?

4. Can you project any additional security problems (e.g., theft, vanadalism, or unauthorized use of facilities or equipment) that may develop or increase in severity in your program due to any of these calendar change proposals?

5. Is there an indication that you will need to increase your need for additional teaching personnel, couseling time, or reproduction work from multimedia, or secretarial help, or student shop or class assistants, due to any changes required in your program due to the structure of these calendar proposals?

TABLE IV

SUMMARY OF COST OF INSTRUCTION AND PERSONNEL CONSIDERATIONS

Name of Program	Increased Cost for Expendible Supplies	Average time required for repair of Equip.	Increased Security Problems	Increased Needs for Personnel Teachers	Other
Architectural Technology	None	2 wks	No	No	Yes
Automotive Technology	Some	3-4 wks	Yes	Yes	Yes
Auto Body And Fender	None	1 wk	Yes	No	No
Drafting Technology	None	1 wk	No	No	Yes
Engineering Technology	Some	4-6 wks	Yes	Yes	Yes
Graphics Technology	Some	2 wks	No	Yes	No
Manufacturing Technology	Some	3 wks	Yes	Yes	Yes

The following questions were asked under the fifth and last subsection catagory of the worksheet titled Student Resposibilities and Activities to identify and evaluate problems related to an increase or decrease in the effectiveness of teaching or learning that may be the result of a change in the school calendar as set forth in the various proposals.

1. Would you see any significant improvement or deteriation of your effectiveness of teaching the course content and program objectives in any of these calendar change proposals?

2. Can you project a significant change in the amount of personal instruction, attention, or supervision, you would give your students during their various course activities?

3. Will any change in the length of school terms, school day, or instructional time allocations, that might be possible if any of these proposals were accepted improve your student's learning ability over the present traditional two-semester system of eighteen weeks duration now in operation?

4. Do you see any opportunity in any of these proposals to experiment with new and/or more effective teaching techniques that are not possible under the existing school term?

5. Would any of these proposals cause some type of coordination problems with other campus operations, student outside work commitments, or any other resposibility they have in meeting the program course requirements?

TABLE V

SUMMARY OF EFFECTIVENESS OF INSTRUCTION AND LEARNING CONSIDERATIONS

Name of Program	Expected Impact on Program Teaching Effectiveness		Learning Effectiveness		Coordination with other Wor Campus Activitie
	Improve	Decline	Improve	Decline	
Architectural Technology	X		X		Outside Work Proble
Automotive Technology	X		X		Outside Work Proble
Auto Body and Fender		X		X	Outside Work Proble
Drafting Technology	X		X		Work Experience credits would chang
Engineering Technology	X		X		Recruitment in the High Schools
Graphics Technology	X			X	Special Mini-course offerings will drop
Manufacturing Technology		X		X	Job Placement will be more Difficult

In order to analyize and evaluate the resposes obtained in the two to three hour interview sessions held with each of the program Instructors in the Technology Division each answer was converted to a specific numerical value which was then entered in the appropriate calendar proposal column of the Program Impact Assessment Worksheet (See items A through G in the Appendix section of this report.) The measurement criteria used to obtain this number was based on the following four point scale:

Explaination and Description of Numerical Assessment Values Used in the Study

4.0 .... In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A HIGH RATING)

3.0 .... In general this would mean the plan would provide some advantage or improvement over the present system. (A MODERATE RATING)

2.0 .... In general this means the plan would provide no significant change over the present system. (A NEUTRAL RATING)

1.0 .... In general this means the plan would provide a situation or or condition which will produce a slight disadvantage or deteriation over the present system. (A LOW RATING)

0.0 .... In general this means the plan is very undesirable , non-beneficial, uneconomical, or inefficient, as compared to the present two-semester system. (A POOR RATING)

These numerical entries were then tabulated and a summary of the study achieved by finding the average of each column in the worksheet for the seven programs.

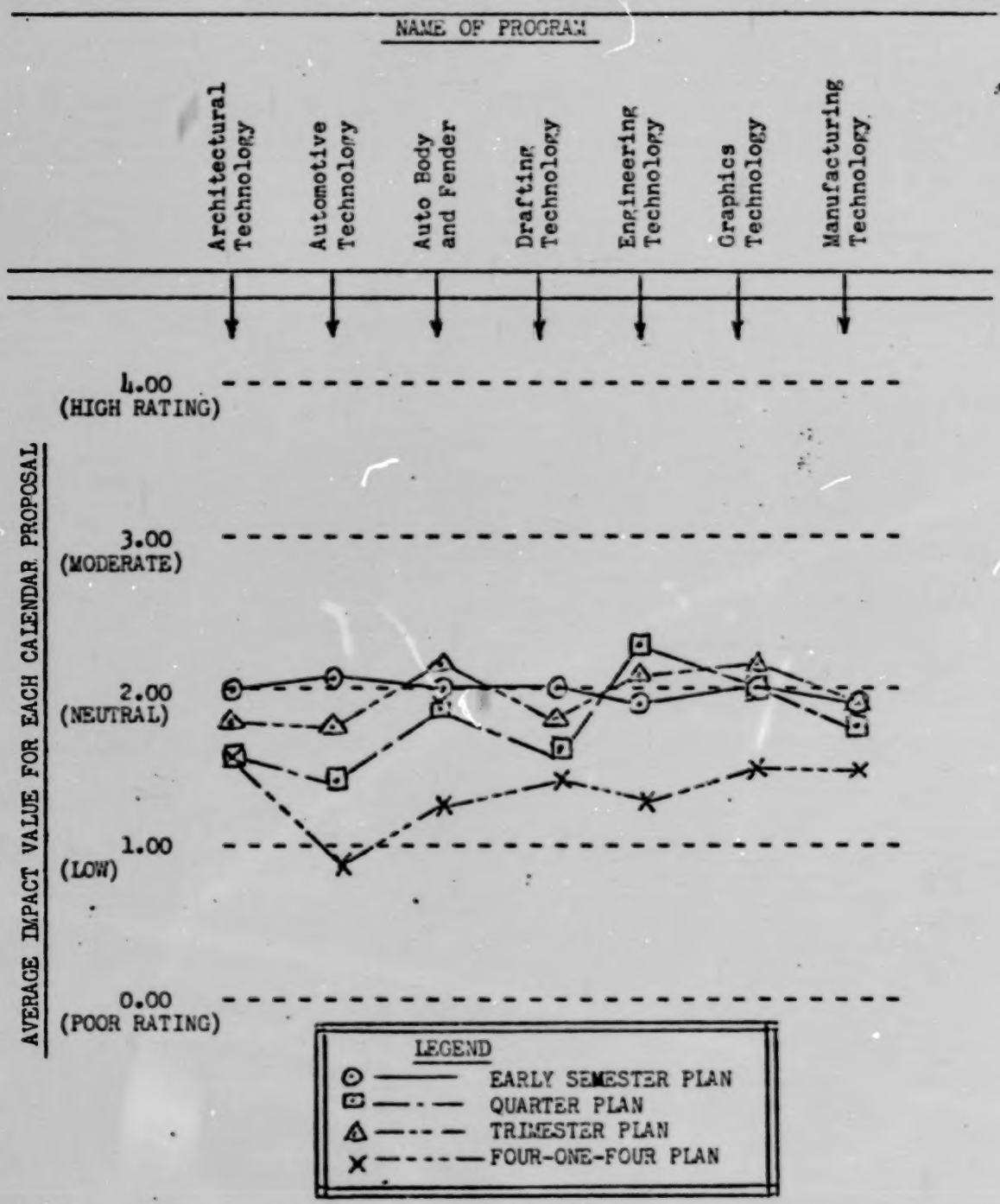
TABLE VI

PROGRAM IMPACT ASSESSMENT SUMMARY FOR EACH CALENDAR PROPOSAL

NAME OF PROGRAM	Average Impact value for each Column of the Worksheet Relative to 2.00 Neutral (No Impact) Value. EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR
Architectural Technology	2.00	1.60	1.89	1.89
Automotive Technology	2.04	1.48	1.84	0.84
Auto Body and Fender	2.00	1.96	2.08	1.28
Drafting Technology	2.00	1.68	1.84	1.60
Engineering Technology	1.92	2.28	2.04	1.25
Graphics Technology	2.00	2.00	2.08	1.52
Manufacturing Technology	1.92	1.84	1.92	1.47
Average of each column in Table	1.98	1.83	1.95	1.40

TABLE VII

PROGRAM COMPARATIVE ILLUSTRATION OF IMPACT ASSESMENT SUMMARY DATA IN TABLE VI



RECOMMENDATIONS

At the end of the personal interview session with each of the twelve Instructors the following general question was ask, " Which school calendar do you prefer?" The majority (4) stated they preffered our present two-semester system. The remaining three stated they had no particular compulsion to make a change, but if one did occur they preffered the early semester plan. In order to clarify the positions taken by the various faculty members an additional question was asked, " If a change were to be made in our present calendar, list your first to last choice among these four proposals?" These are the tabulated results of their response to this question:

TABLE VIII

SCHOOL CALENDAR PREFERENCE SUMMARY

Calendar Proposal	Totals of Instructor Ranking of Calendar Proposals			
	First	Second	Third	Fourth
EARLY SEMESTER PLAN	8	4	0	0
QUARTER PLAN	3	3	3	3
TRIMESTER PLAN	0	0	10	2
FOUR-ONE-FOUR PLAN	0	3	2	7

By combining these preference values with the results obtained in TABLE VI, PROGRAM IMPACT ASSESSMENT SUMMARY FOR EACH CALENDAR PROPOSAL, (See page 18 of this report.) a conclusion may be made that among the various calendar proposals the most popular one, which provides the lowest impact assessment, is the Early Semester Plan (1.98), followed by the next most popular Quarter Plan (1.83) which shows a higher impact value than the third most popular Trimester Plan (1.95), and ending with the least popular Four-one-four Plan (1.40) which also was found to have the highest impact assessment value.

Therefore, the final recommendation for this study concludes that the Early semester Plan would be most beneficial to the Technology Division. In addition, this recommendation assumes no change in the present laws which constrains us to the 175-day instruction time requirement. The primary advantages in adoption of this calendar could be outlined as follows:

1. The most obvious advantage of this calendar is the elimination of of the "lame duck" four week session of classes that follow the Christmas vacation. The fall semester then becomes more compact, less fatiguing, more efficient, and drop rates after Christmas should decline.

2. It eliminates the slowdown of student performance which inevitably preceeds a long vacation, and unrealized holiday study plans then produce anxiety which can cause student drop-out after vacation.

3. It allows the graduating transfer students and faculty members on leave to enter the State University system's winter quarter or spring semester which starts in early January.

4. The semester break provides students with better job opportunities during the holiday and summer vacation periods.

5. The semester break will facilitate records, grade processing, registration, student counseling, and faculty planning.

6. The semester break allows the student homemaker two weeks to get household chores caught up without children since the K-12 system returns after new years day.

7. The traditional Easter vacation could be retained without change.

The change-over period required to adopt a school calendar will inevitably cause some hardships and problems for the first period of modification. These three district policy recommendations should be considered in any adoption procedure;

1. Special care must be taken to ensure that problems within any of the special areas be solved on an individual basis rather than by general guidelines or regulations.

2. Adequate administrative lead-time be given to each area so that viable alternative solutions can be given careful consideration.

3. An accurate assessment method be adopted to ensure that benefits which should occur actually do in fact, and they can be measured so that a comparison with our present system would be possible.

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APPENDIX A

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Architectural Technology TOTAL STUDENT ENROLLMENT 75

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 11

WEEKLY TIME ALLOCATIONS(LECTURE OR DEMONSTRATION 11)(SHOP OR LAB 20)(OTHER 4)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $ 200,000)(TOOLS AND EQUIPMENT $60,000)(REQUIRED STUDENT EXPENDITURES $ 500.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	1	2	No Change
2. Number of specialized courses in the program.	2	1	1	3	Mini-courses for specilazat
3. Time allocations for required instructional activities.	2	2	2	1	separate class
4. Flexibility of curriculum structure.	2	1	1	1	linear
5. Flexibility of instructional methods.	2	2	2	2	Multiple activites
6. Flexibility in scheduling class activities.	2	1	1	1	none
7. Coordination of program.	2	2	2	2	14 wk for mode
8. Grading and evaluation of student assignments.	2	1	1	1	variant
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	1	2 wks lead-tim
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	1	2	3	50 max
11. Use of general purpose shop or laboratory activity area.	2	2	2	2	24 max
12. Use of specialized instruction facilities.	2	2	2	2	open lab requie
13. Utilization of general tools and equipment.	2	2	2	2	none
14. Utilization of specialized tools and equipment.	2	2	2	2	none
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	2	none
16. Maintenance, repair, utilities, and replacement of damaged items.	2	3	3	1	2 wks
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	2	2	2	none

(CONTINUED)

APPENDIX A

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM Architectural Technology

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	1	1	3	2 instr. coordination
19. Requirements for classroom assistants or aids.	2	2	2	2	none
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	1	3	3	none
21. Division Counselor and Registration Office.	2	2	2	2	none
STUDENT RESPOSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	1	2	2	minor
23. Recruitment and enrollment practices.	2	1	3	1	variable time
24. Compatibility with ouside work. (Cooperative Education)	2	1	1	1	Business hrs
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	2	2	2	minor problem
TOTALS	50	40	46	46	
(average value)	2.00	1.60	1.89	1.89	

GENERAL COMMENTS:

Work experience is major factor in the program objectives. Student work is Coordinated into major model project for display and must be done on flexible schedule.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical or inefficient. (A POOR RATING)

APPENDIX B

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Automotive Technology TOTAL STUDENT ENROLLMENT 90

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 4

WEEKLY TIME ALLOCATIONS(LECTURE OR DEMONSTRATION 6)(SHOP OR LAB 9)(OTHER 5)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $190,000)(TOOLS AND EQUIPMENT $200,000)(REQUIRED STUDENT EXPENDITURES $ 400.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	2	0	no change
2. Number of specialized courses in the program.	2	1	2	1	2 for diesl and imports
3. Time allocations for required instructional activities.	2	1	2	0	3 hr min
4. Flexibility of curriculum structure.	3	1	2	1	linear
5. Flexibility of instructional methods.	2	1	1	1	major use of audiovisual equ
6. Flexibility in scheduling class activities.	1	1	2	0	none
7. Coordination of program.	2	1	3	1	3 instr. max
8. Grading and evaluation of student assignments.	2	2	2	2	time is varian
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	no longer used
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	1	2	0	3 instr. for 4C 2 classrooms
11. Use of general purpose shop or laboratory activity area.	2	1	2	1	24 max
12. Use of specialized instruction facilities.	2	1	1	1	extra classroo
13. Utilization of general tools and equipment.	3	2	2	2	bench space sh
14. Utilization of specialized tools and equipment.	3	3	3	1	safety is prob
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	2	none
16. Maintenance, repair, utilities, and replacement of damaged items.	2	1	1	0	3-4 wks require
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	3	1	3	1	bad after dark

(CONTINUED)

APPENDIX B

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM: Automotive Technology

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	1	1	1	4 instr max
19. Requirements for classroom assistants or aids.	2	1	3	0	toolroom man
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	3	3	0	lead-time for tests importa
21. Division Counselor and Registration Office.	2	1	2	0	transfer only
STUDENT RESPONSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	1	1	1	no Catalogs
23. Recruitment and enrollment practices.	1	3	1	1	High school
24. Compatibility with ouside work. (Cooperative Education)	1	3	1	1	all night stat
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	1	1	1	large amount personal inst
TOTALS	51	37	46	21	
(Average Values)	2.04	1.48	1.84	0.84	

GENERAL COMMENTS:

Engine work requires full semester (18 wks) for satisfactory performance. Low reading ability of many students determine the pace of instruction. Self-Instructi is difficult with limited classroom space for study. Rotation of subjects is not difficult to modify time but does not fit equal length for all subjects in term.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical or inefficient. (A POOR RATING)

APPENDIX C

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Auto Body and Frame TOTAL STUDENT ENROLLMENT 45

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 4

WEEKLY TIME ALLOCATIONS(LECTURE OR DEMONSTRATION 4)(SHOP OR LAB 12)(OTHER 0)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $175,000)(TOOLS AND EQUIPMENT $ 40,000)(REQUIRED STUDENT EXPENDITURES $ 300.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	1	0	no change
2. Number of specialized courses in the program.	2	2	2	2	already done
3. Time allocations for required instructional activities.	2	1	2	1	no
4. Flexibility of curriculum structure.	2	2	2	1	linear
5. Flexibility of instructional methods.	2	2	2	0	mostly individu
6. Flexibility in scheduling class activities.	2	2	2	1	yes- very easy
7. Coordination of program.	2	2	2	2	instr as requie
8. Grading and evaluation of student assignments.	2	2	2	1	only called on finished work
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	none used
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	2	2	1	25 max-space fo
11. Use of general purpose shop or laboratory activity area.	2	2	2	1	cars is limited
12. Use of specialized instruction facilities.	2	2	2	2	only on need
13. Utilization of general tools and equipment.	2	2	2	2	handtools (air)
14. Utilization of specialized tools and equipment.	2	2	2	2	outlets limited
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	1	no shelf-life
16. Maintenance, repair, utilities, and replacement of damaged items.	2	2	3	1	1 wk for most
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	3	3	1	daylight hours only no lights.

(CONTINUED)

APPENDIX C

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM Auto Body and Frame

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	2	2	2	none
19. Requirements for classroom assistants or aids.	2	2	2	2	none
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	2	2	2	none
21. Division Counselor and Registration Office.	2	1	2	1	not all speak english.
STUDENT RESPOSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	2	2	1	some non-reade
23. Recruitment and enrollment practices.	2	2	2	2	some exconvic
24. Compatibility with ouside work. (Cooperative Education)	2	3	3	0	business hrs
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	2	2	1	facility is qu spread out(lot
TOTALS	50	49	52	32	
(Average Values)	2.00	1.96	2.08	1.28	

GENERAL COMMENTS: Last three semesters students start outside work at noon. Placement of students for workexperience is on-job training for some from unemployment office(persons) with records or drug convictions limited in work-study positions.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical, or inefficient. (A POOR RATING)

APPENDIX D

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Drafting Technology TOTAL STUDENT ENROLLMENT 35

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 4

WEEKLY TIME ALLOCATIONS(LECTURE OR DEMONSTRATION 4)(SHOP OR LAB 6)(OTHER 3)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $225,000)(TOOLS AND EQUIPMENT $100,000)(REQUIRED STUDENT EXPENDITURES $ 100.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	2	2	4 majors given
2. Number of specialized courses in the program.	2	3	2	1	up to 5 in 2 y
3. Time allocations for required instructional activities.	2	2	2	2	2 hr minimum
4. Flexibility of curriculum structure.	2	2	2	2	linear 1st yr circular 2nd y
5. Flexibility of instructional methods.	2	2	2	3	mini-course use
6. Flexibility in scheduling class activities.	2	1	2	1	order in 1st y
7. Coordination of program.	2	2	2	2	add staff by 2
8. Grading and evaluation of student assignments.	2	2	2	2	open lab inva
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	5-6 wks when c
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	2	2	2	50 in lecture 30 in lab dem
11. Use of general purpose shop or laboratory activity area.	2	2	2	2	30 tables
12. Use of specialized instruction facilities.	2	1	1	1	limited by cutting room
13. Utilization of general tools and equipment.	2	2	2	2	none
14. Utilization of specialized tools and equipment.	2	2	2	2	limited by reproduction machines.
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	2	no shelf-life
16. Maintenance, repair, utilities, and replacement of damaged items.	2	2	2	2	1 week
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	2	2	2	no problems

(CONTINUED)

APPENDIX D

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM: Drafting Technology

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	1	2	1	one lecture ha
19. Requirements for classroom assistants or aids.	2	2	2	1	longer school
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	2	2	2	none used
21. Division Counselor and Registration Office.	2	1	1	1	more terms-cla
STUDENT RESPOSIBILITIES AND ACTIVITIES					requirements.
22. Counseling and Guidance functions.(Campus Office)	2	1	2	1	Technical Illu
23. Recruitment and enrollment practices.	2	1	2	1	majors infor. Coordination
24. Compatibility with ouside work. (Cooperative Education)	2	1	1	1	block time fo ½ working. The
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	2	2	2	other in schoo none
TOTALS	50	42	46	40	
GENERAL COMMENTS: (Average Values)	2.00	1.68	1.84	1.60	

Some change would permit students to go to work in 1½ years instead of 2 yrs as now done. Four week sessions would not permit late enrollment or change of class as done in some Technical Illustration students taking Art courses also.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical or inefficient. (A POOR RATING)

APPENDIX E

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Engineering Technology TOTAL STUDENT ENROLLMENT 30

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 5

WEEKLY TIME ALLOCATIONS(LECTURE OR DEMONSTRATION 4)(SHOP OR LAB 6)(OTHER 9)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $200,000)(TOOLS AND EQUIPMENT $125,000)(REQUIRED STUDENT EXPENDITURES $ 250.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	2	0	5 required
2. Number of specialized courses in the program.	2	2	2	1	4 specialized areas of work.
3. Time allocations for required instructional activities.	2	3	1	0	1 hr lecture
4. Flexibility of curriculum structure.	2	3	3	0	linear
5. Flexibility of instructional methods.	2	2	2	1	3 hr best for 1
6. Flexibility in scheduling class activities.	2	3	3	0	no change
7. Coordination of program.	2	2	2	0	4 wk split class
8. Grading and evaluation of student assignments.	2	1	2	1	invariant with open lab time.
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	very seldom used
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	3	3	1	40 max- 2 rooms
11. Use of general purpose shop or laboratory activity area.	2	2	2	1	40 max seating at benches.
12. Use of specialized instruction facilities.	2	3	1	1	2-3 persons in some areas max.
13. Utilization of general tools and equipment.	2	2	2	1	all are low in numbers. special
14. Utilization of specialized tools and equipment.	2	3	3	1	units one only.
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	2	no changes
16. Maintenance, repair, utilities, and replacement of damaged items.	2	3	1	0	4-6 wks average
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	3	3	1	use of computer

(CONTINUED)

APPENDIX E

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM Engineering Technology

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	3	1	1	staff new cla
19. Requirements for classroom assistants or aids.	2	2	2	1	limited use
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	2	2	2	very little us
21. Division Counselor and Registration Office.	2	1	1	0	more courses
STUDENT RESPOSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	2	2	1	none
23. Recruitment and enrollment practices.	1	2	2	0	coordination
24. Compatibility with ouside work. (Cooperative Education)	1	3	3	1	limited hours
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	2	2	1	more students in open lab.
TOTALS	48	57	51	30	
GENERAL COMMENTS: (Average Values)	1.92	2.28	2.04	1.25	

A better division of course work with 3 rather than 2 terms per year. Many student limited to class hours due to company time limitations. All special areas limited to rotation of students. Staff must be increased for additional special classes.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical or inefficient. (A POOR RATING)

APPENDIX F

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Graphics Technology TOTAL STUDENT ENROLLMENT 60

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 10

WEEKLY TIME ALLOCATIONS (LECTURE OR DEMONSTRATION 4)(SHOP OR LAB 8)(OTHER 2)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $300,000)(TOOLS AND EQUIPMENT $150,000)(REQUIRED STUDENT EXPENDITURES $ 100.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	3	3	1	10 special area
2. Number of specialized courses in the program.	2	3	3	1	4 areas of work
3. Time allocations for required instructional activities.	2	2	2	1	2 hr min for La
4. Flexibility of curriculum structure.	2	3	3	1	circular
5. Flexibility of instructional methods.	2	2	2	2	self instructio
6. Flexibility in scheduling class activities.	2	2	2	2	any sequence
7. Coordination of program.	2	2	2	2	2 instr. max
8. Grading and evaluation of student assignments.	2	2	2	2	invariant
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	none used
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	2	2	1	25 lecture
11. Use of general purpose shop or laboratory activity area.	2	1	2	2	30 activity
12. Use of specialized instruction facilities.	2	2	2	1	extra classroom
13. Utilization of general tools and equipment.	2	1	2	1	limited by camera, press
14. Utilization of specialized tools and equipment.	2	2	2	2	time on press
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	2	2	2	none
16. Maintenance, repair, utilities, and replacement of damaged items.	2	2	2	1	2 wks average
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	2	2	2	strict control is necessary o weekends.

(CONTINUED)

APPENDIX F

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM GRAPHICS TECHNOLOGY

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	2	2	1	only 2 teachers are possible.
19. Requirements for classroom assistants or aids.	2	1	1	1	longer day
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	1	1	1	separate sched
21. Division Counselor and Registration Office.	2	2	2	2	none
STUDENT RESPOSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	2	2	2	no schedule
23. Recruitment and enrollment practices.	2	2	2	2	no problems
24. Compatibility with ouside work. (Cooperative Education)	2	3	3	1	1/3 working
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	2	2	2	already used to maximum.
TOTALS	50	50	52	38	
(Average Values)	2.00	2.00	2.08	1.52	

GENERAL COMMENTS: Already being used from 7-3 in day and 7-10 at night so the only expansion would be from 3 to 7 in afternoon. Shorter blocks of time may be advantage so additional modifications are being made for minicourse offerings in future.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)
3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)
2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)
1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)
0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical, or inefficient. (A POOR RATING)

APPENDIX G

PROGRAM IMPACT ASSESSMENT WORKSHEET

NAME OF PROGRAM Manufacturing Technology TOTAL STUDENT ENROLLMENT 20

NUMBER OF MAJOR COURSES REQUIRED TO COMPLETE THE TWO-YEAR GRADUATION REQUIREMENTS 5

WEEKLY TIME ALLOCATIONS (LECTURE OR DEMONSTRATION 5) (SHOP OR LAB 8) (OTHER 1)

ESTIMATED COST OR FINANCIAL INVESTMENT IN PROGRAM (BUILDINGS $150,000) (TOOLS AND EQUIPMENT $185,000) (REQUIRED STUDENT EXPENDITURES $ 300.00)

PROPOSED SCHOOL CALENDAR PLANS

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
CURRICULUM, INSTRUCTION, SCHEDULING					
1. Number of courses required for the program major.	2	1	2	0	5 now required
2. Number of specialized courses in the program.	2	1	2	1	1
3. Time allocations for required instructional activities.	2	1	2	0	3 hr lab min.
4. Flexibility of curriculum structure.	2	1	2	1	circular
5. Flexibility of instructional methods.	2	2	2	2	no shift to self instruction
6. Flexibility in scheduling class activities.	2	2	2	1	none
7. Coordination of program.	2	3	3	1	2 instr. max.
8. Grading and evaluation of student assignments.	2	1	2	1	invariant
9. Special Activities (Guest Speakers, Field Trips, etc.)	2	2	2	2	not used
FACILITIES AND EQUIPMENT					
10. Use of general purpose classroom or lecture areas.	2	1	2	0	30 maximum
11. Use of general purpose shop or laboratory activity area.	2	1	1	1	30 maximum
12. Use of specialized instruction facilities.	3	1	3	1	no classroom
13. Utilization of general tools and equipment.	2	3	3	1	lathe limitation
14. Utilization of specialized tools and equipment.	2	3	3	1	limited number
COST OF OPERATION AND INSTRUCTION					
15. Expendible supplies and materials.	2	3	1	1	yes- plastics
16. Maintenance, repair, utilities, and replacement of damaged items.	2	3	3	0	3 wks by self
17. Security (Prevention of theft, vandalism or unauthorized use of facility or equipment.)	2	1	3	1	after 4 pm and weekends are problem times.

(CONTINUED)

APPENDIX G

PROGRAM IMPACT ASSESSMENT WORKSHEET (CONTINUED)

NAME OF PROGRAM Manufacturing Technology

	EARLY SEMESTER	QUARTER	TRIMESTER	FOUR-ONE-FOUR	REMARKS
PERSONNEL					
18. Use of teaching faculty.	2	3	1	1	only 3 instr.
19. Requirements for classroom assistants or aids.	2	1	1	0	can only increas
20. Campus Services (Secretarial, multimedia, computer, etc.)	2	2	2	0	not used much
21. Division Counselor and Registration Office.	2	1	2	0	mostly by self
STUDENT RESPOSIBILITIES AND ACTIVITIES					
22. Counseling and Guidance functions.(Campus Office)	2	3	1	0	shorten time
23. Recruitment and enrollment practices.	1	2	2	1	none
24. Compatibility with ouside work. (Cooperative Education)	1	3	1	0	hours of company
25. Personal attention (Classroom instruction, supervision, and safety information.)	2	1	1	0	only as needed
TOTALS	48	46	48	27	
(Average Values)	1.92	1.84	1.92	1.47	

GENERAL COMMENTS: 3/4 of students will find full time work before they finish program. Safety is important limitation due to large facility and difficult supervision in blind areas. Courses are considered modules rather that hours or weeks.

EXPLAINATION AND DESCRIPTION OF NUMERICAL VALUES

4.0- In general this would mean the plan is very desirable, beneficial, economical, or efficient as compared to the present two-semester plan. (A High Rating)

3.0- In general this would mean the plan would provide some advantage or improvement over the present two-semester plan. (A Moderate Rating)

2.0- In general this means the plan would provide no significant change over the present two-semester plan. (A NEUTRAL RATING)

1.0- In general this means the plan would provide a situation or condition that will produce a slight disadvantage or deteriation over the present two-semester plan. (A LOW RATING)

0.0- In general this means the plan is very undesirable, nonbeneficial, uneconomical, or inefficient. (A POOR RATING)

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 30 1974

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